DOCUMENT RESUME

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ABSTRACT

A collection of learning materials is assembled for participants at a professional development program. Aimed at administrators, the program goals are to improve interpersonal relationships by developing communication skills. Among the items included are a questionnaire to help participants analyze their present management style; checklists concerning employee communications and principals' community relations; a form to analyze how participants communicate with others in face-to-face situations; an exercise in selecting teacher performance evaluation criteria; and a typology of organizational styles. (Author/MLF)

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"A WORD TO THE WISE!"

EDUCATORS--A VITAL COG

"I've come to a frightening conclusion that educators are the decisive element in the schools.

It is our personal approach that creates the climate. It's our daily mood that makes the weather.

As an educator, I possess tremendous power to make a colleague's life or a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a colleague or child humanized or de-humanized."

The Challenges of the 80's!

PRESENTATION OUTLINE

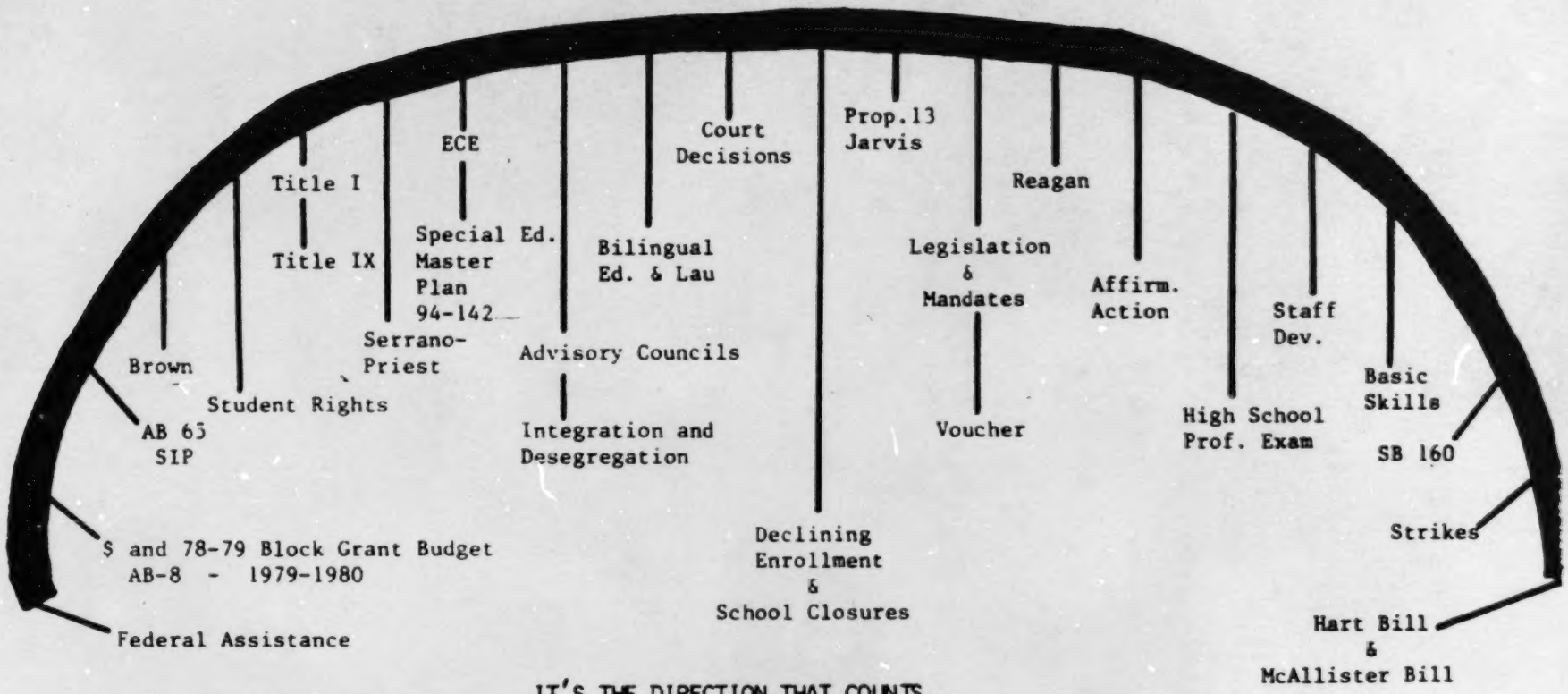
I. THE PRESSURE POT BUILDS!!!
   - A. Change is inevitable
   - B. Leadership and change
   - C. Basic communication skills for IPC
   - D. Change and resistance
   - E. Conflict management skills

II. TODAY'S PURPOSE
   - A. Awareness of evolving responsibilities and alternative communication approaches
   - B. Self-assessment of style and implications for developing staff relationships
   - C. Develop "one to one" teacher-administrator/student communication skill
   - D. Prepare a management action plan to improve communications at a site

III. WORKSHOP ACTIVITIES (ALTERNATIVES)
   - A. Management style and communication assessment
   - B. Employee communications--Where's it at?
   - C. One to one technique
   - D. Face-to-face communications
   - E. Best skills of communication (participant sharing)
   - F. Characteristics of teacher performance
   - G. Preparation of communications action plan
   - H. Creatrix
   - I. How effectively are we communicating?

IV. FEATHER YOUR NEST!
   - A. Assessing quality of staff meetings
   - B. Upward, horizontal and downward communication
   - C. Principal's community relations
   - D. Commandments of good listening
   - E. It is easy
   - F. Who is, what is?
   - G. It's up to you!

CHANGE IS INEVITABLE . . .



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IT'S THE DIRECTION THAT COUNTS

NEW ROLES - Process Servers --- Freeway Architects --- Contract Mechanics

Human Skills — Basic to All

COMMUNICATION SKILLS

New Skills Needed

- Assessment
- Systematic Planning
- Monitoring
- Feedback
- Evaluation
- Student Advocacy
- Political Understanding
- Public Relations
- Interpersonal Skills - Communications
- Psychology of Leadership and Group Dynamics
- Physical and Emotional Strength

LEADERSHIP AND CHANGE

1. Leadership deals with change.

2. Strong leadership depends upon effective two-way communication. Since the 500 most commonly-used words in the English language have 14,000 connotations in Webster's dictionary, the question is--do we communicate fact or feeling?

3. "You change so I don't have to" is one of the misconceptions of leadership.

4. Too often change is a buy-off; "What will you give me if I give you..."

5. Leadership is creating a proper climate for change--permissive and supportive.

6. As a leader, are you willing to accept the consequences of your action?

7. You cannot generally change another person, but you can change the environment so that she/he can change herself/himself.

8. People involvement can generally bring about constructive change.

SUMMARY OF
BASIC COMMUNICATION SKILLS
FOR IMPROVING INTERPERSONAL RELATIONSHIPS

1. PARAPHRASE: Stating in your own way what the other's remark conveys to you.

   Examples: "Is this...(statement)...an accurate understanding of your idea?"

2. BEHAVIOR DESCRIPTION: Reporting specific, observable actions of others without making accusations or generalizations about their motives, personality or character traits.

   Examples: "That's the third time you have said you agreed with a statement of mine and then added "but" and expressed agreement with the opposite."

   "Jim and Harry have done nearly all the talking and the rest of us have said very little."

3. DESCRIPTIONS OF FEELINGS: Specifying or identifying feelings by name, simile, figure or speech, or action urge.

   Describing your own feelings: Reporting your own inner state as explicitly as you can--making sure the statement indicates the feelings are in you.

   Examples: "I feel...embarrassed." (naming)
   ...like a tiny frog in a huge pond." (simile)
   ...like hugging you." (action urge)
   "I just swallowed a bushel of spring sunshine." (figure of speech)
   "I'm very fond of you. I care about you." (naming)

4. PERCEPTION CHECK: Describing what you perceive to be the other's inner state in order to check whether you do understand what he feels.

   Examples: "You look like you felt hurt by my comment. Did you?"
   "I get the impression you'd like to change the subject. Is that accurate?"
   "You seem to be feeling more at home now."

* * * * * * * * * * *

TO UNDERSTAND THE OTHER AS A PERSON...

...Check to make sure you understand his ideas, information, and suggestions as he intended them. (Skill--Paraphrase)

...Check to make sure you accurately understand what he feels...his inner state. (Skill--Perception Check)

TO HELP OTHERS UNDERSTAND YOU AS A PERSON...

...Describe what others did that affects you personally or as a group member. (Skill--Behavior Description)

...Let others know as clearly and unambiguously as possible what you are feeling. (Skill--Description of your own feelings)

John L. Wallen
Northwest Regional Education Laboratory

RESISTANCE TO CHANGE AND

OVERCOMING RESISTANCE TO CHANGE

Research conducted by R. Lippett and others suggests that the following are typical reasons for resistance to change.

1. The purpose or reason for change is not apparent.
2. There is inadequate communication regarding the change.
3. There is an effort to ignore the behaviors of the participants in the process.
4. There is an effort to base change on personal wishes.
5. The participants are not involved in the planning.
6. There exists the likelihood of failure or a fear of failure.
7. The reward is not sufficient.
8. There exists apprehension relative to job security.
9. There is a conflict involving "vested interests."
10. There is excessive work pressure.
11. There is a lack of respect and trust in the top management and/or the interventionist.
12. There is a complacency and satisfaction with the status quo.

Research conducted by Watson and others suggests the following as steps to utilize in overcoming resistance to change.

1. Involve employees in planning for change.
2. Provide accurate and complete information.
3. Give employees a chance to ventilate their objections.
4. Always take group norms and habits into account.
5. Make only essential changes.
6. Provide adequate motivations such as meaningful reward, relationship, importance, opportunity to grow, appropriate involvement in decision making, good communication.

CONFLICT MANAGEMENT/DEVELOPMENT OF SKILLS TO HANDLE

WHAT ARE THE SKILLS?

1. **Ability to say what I observe happening without mixing in my judgements or feelings.**

2. **Ability to say how I feel about what is happening without mixing in my judgements.**

3. **Ability to say my opinion in a way that shows that I recognize that other people's actions do not control my feelings and actions.**

4. **Ability to say what I want people to do (in contrast to what I don't want them to do) and express this in action terms.**

5. **Ability to offer possible benefits as reasons for others doing what I want and to disclaim any intent to punish someone who doesn't do what I want.**

6. **Ability to suspend reacting to what others say until the other person and I are satisfied that what they said is what I heard.**

7. Ability to translate even a vague to insulting message into what the other person might be observing, feeling, and wanting.

8. Ability to prevent, detect, and correct another person's misinterpretations of my intentions.

9. Ability to resolve conflicts through: a) making sure both persons have received what the other wants; b) making sure that both persons have received the reasons the other person ahs for wanting what s/he does; c) trying to find "who," "what," "when," and "where" alternatives until a course of action can be found to which both persons will consent.

10. Ability, in crisis, to use force for the purpose of protecting without the intention of punishing.

MANAGEMENT STYLE AND COMMUNICATION ASSESSMENT

INTRODUCTION

This questionnaire is designed to help you analyze your present management style. Your answers will be seen only by you - the questionnaire will not be checked by anyone.

DIRECTIONS

Read each statement carefully and place an "X" on the line at that point which most nearly describes your view.

1. Do you frequently discuss with individual teachers their specific responsibilities?

Almost Never	Seldom	Occasionally	Fairly Often	Often, as Need Arises	Often, on a regular schedule
0	1	2	3	4	5

2. Do each of your teachers know what they are expected to accomplish?

No	I don't know	Some do, in some areas	Most do, in most areas	All do, in some areas	All do, in all areas
0	1	2	3	4	5

3. Do your teachers agree with you as to what their most important responsibilities are?

I don't know	A few do	Some do	Most do	Only a few do not	All do
0	1	2	3	4	5

4. When a new project or assignment is given a teacher in your school, does the teacher know at the start what specific results are to be accomplished?

Never	Occasionally	Often	Usually	Almost always	Always
0	1	2	3	4	5

5. In your opinion, how difficult to accomplish are the results the teachers in your school are working toward?

Very easy	Quite easy	Moderately easy	Moderately difficult	Quite difficult	Very difficult
0	1	2	3	4	5

6. Do you know what authority you have as the manager of learning in your school?

No	I'm not sure	I think so	Fairly sure	Quite sure	Yes
0	1	2	3	4	5

7. In your opinion, do your teachers know what authority they have to manage the learning process?

None do	Not sure	Some do	Most do	Very few do not	All do
0	1	2	3	4	5

8. When you make a new assignment to a teacher, do you assign the entire project or do you detail the tasks that are to be performed?

Always assign tasks	Usually assign tasks	Sometimes project;sometimes tasks;depends on teacher	Usually assign projects	Always assign project, but discuss tasks	Always assign project
0	1	2	3	4	5

9. When you discuss a teacher's responsibilities with him, do you specify the important kinds of decisions he can make and those which he cannot?

Never	Sometimes	Occasionally	Usually	Almost always	Always
0	1	2	3	4	5

10. When a teacher comes to you with a problem, do you ask the teacher to suggest a solution to it?

Never	Sometimes	Occasionally	Usually	Almost always	Always
0	1	2	3	4	5

11. How do you review your teachers, activities?

Review the details of their activities on regular basis	My teachers want detailed review, regularly	Review details early when they ask for it	Review details only to support evaluation of significant aspects	Check details sometimes, but usually just significant aspects	Review only significant aspects, regularly
0	1	2	3	4	5

12. How would you describe how well you advise teachers of your evaluation of them?

I have a great deal of difficulty being candid and complete in evaluations	I tend to generalize, rather than be specific	I believe that we should emphasize the positive; the negative will then take care of itself	Depends upon the personality and experience of the teacher	Most of my teachers know my evaluations; they are seldom surprised in a conference	I think all my teachers know exactly what my evaluation of them is at all times
0	1	2	3	4	5

13. What do your teachers think of you as a manager of learning (principal)?

I don't know	I'm not sure	A few teachers have told me, but most have not	I have a general idea of what most teachers expect of me	I know what most teachers think of my performance	I know exactwhat every teacher expects of me and thinks of my performance
0	1	2	3	4	5

14. Do you now feel that there were occasions during the past school year, when you should have made a suggestion to a teacher, but failed to do so for some reason?

Yes, there were many such occasions	Yes, some such occasions	Yes, several times	Occasionally	A few times	No
0	1	2	3	4	5

15. How do you decide to render assistance to a teacher?

Teachers seldom ask for assistance	Depends upon whether the teacher asks for help	Teachers will usually ask for assistance, with some prodding	Teachers know they can ask for assistance if they need it	I usually suggest that some assistance would be helpful	Requests for assistance usually arise from discussions of the teacher's work
0	1	2	3	4	5

16. In the past year, have you discussed with your teachers individual training plans whereby they could improve their performance?

No, that is the teacher's professional responsibility	Sometimes, in general terms	Sometimes include this as a part of the evaluation, if warranted	Usually include this in the evaluation conference	Always include this as a part of evaluation conference	Yes, I discuss this subject with each teacher at least once a year
0	1	2	3	4	5

17. When a new teacher is assigned to your school, do you immediately review his planning?

No, I usually wait until he gets his feet on the ground	Only at first, to make sure he gets off on the right foot	It depends on the teacher. No regular procedure	I stop by once in a while to discuss things in general terms	I meet regularly with him to discuss his plans in general terms	I always review his planning in detail the first time and then periodically in more general terms
0	1	2	3	4	5

18. How often during the past school year have you praised a teacher for doing a good job?

Never	Seldom	A few times	Occasionally	Quite often	Every time a good job was done
0	1	2	3	4	5

19. Do you believe that the teachers in your school know when they are doing a good job?

I don't know	I don't think so	Only a few	Some do; some don't	Most do	All do
0	1	2	3	4	5

20. In recent years, do you know the reasons why teachers requested transfer from your school or left the district?

No	A few	Some of them	Most of them	Almost all of them	All of them
0	1	2	3	4	5

21. How often during the past year has a teacher made a recommendation to you for improving the operation of your school?

Never	Seldom	Once in a while	Occasionally	Several times	Many times
0	1	2	3	4	5

22. Do you know where each of your teachers was born?

No	A few	Some	Many	Most	All
0	1	2	3	4	5

23. How often have you assisted a teacher with a personal problem unrelated to his job?

No one has ever asked	That is not part of my job	A few times	Occasionally	Often	Quite often
0	1	2	3	4	5

24. To what extent do you believe it is necessary for teachers to understand the problems you face in managing a school?

It is none of their business	Not much, since it wouldn't make any difference	It helps with a few problems	It helps if they have a general idea	Teachers can often do a better job if they understand the problems the school faces	It is very important that all employees understand our mutual problems
0	1	2	3	4	5

25. How often have teachers publicly disagreed with you in the past year?

Never	Only once	Many times	Several times	Occasionally	A few times
0	1	2	3	4	5

26. Have you ever been faced, as a principal, with a situation in which you could not "back-up" a teacher's professional judgement?

Many times	Never	Once in a while	Seldom	Only once	Occasionally
0	1	2	3	4	5

27. Do you believe that the teachers in your school feel they can discuss a professional problem with you?

I don't know	I'm not sure	Some do; some don't	Many do	Most do	All do
0	1	2	3	4	5

EMPLOYEE COMMUNICATIONS--WHERE'S IT AT?

The feelings of the employees are influenced by the treatment they receive. A thermostat on the wall may show that your work location is warm and comfortable, but what do the eyes of the employees say? Where does the psychological climate fail? Try out this checklist.

IT IS DESIRABLE:

1. To establish a climate that is safe for the discussion of ideas?
2. That the atmosphere at your work site reflects genuine interest in employee ideas?
3. That you individualize your dealings with employees?
4. To develop with your employees a clear understanding of success and failure?
5. That you are sensitive to, and influenced by, the reasons behind employee behavior?
6. That your techniques for controlling employee behavior be quite clear?
7. That you avoid saying, "No, you're wrong" to employees in your work location?
8. That you demonstrate trust and respect for employees in your work location?
9. Would you like to be an employee in your own work site? Would you really!

EMPLOYEE COMMUNICATIONS - WHERE'S IT AT?

1. Have you established a climate that is safe for the discussion of ideas?

   The employee must feel safe to express an idea without the supervisor saying "that's good" or that's bad" in return. The supervisor must avoid expressing a judgment when an employee presents an idea. There are many responses that can be substituted. "Have you thought of some alternatives?" "What things have you done that reflect this idea of yours?" "Why do you think so?" In what way would this be effective?" Or, repeat what the employee said, adding, "Is this what you mean?"

2. Does the atmosphere at your site reflect genuine interest in employee ideas?

   An effective way to demonstrate interest is by listening. Busy supervisors sometimes overlook this simple but effective technique for expressing interest. Along with listening comes remembering. Referring to an employee idea expressed in a previous conversation will convince the employee of your interest in his idea.

3. Do you individualize your dealing with employees?

   Calling an employee by name aides in his formation of self-identity. Right away he is aware you have singled him out, that he is important. If, in addition, you know and mention something that is unique to him, such as his idea, his discussion, his paper, his birthday, his new clothes, you further enhance his self-concept.

4. Have you developed with your employees a clear understanding of success and failure?

   We agree that all employees need to succeed, but is there agreement on what constitutes success and is lack of success necessarily failure? Success implies overcoming an obstacle. It is changing "I can't" into "I can." This is not easy, quick, or habitual. A good baseball batting average is 300; can we expect any more from life? Life holds more defeats than victories for all of us. Should we not help employees understand this early?

5. Are you sensitive to, and influenced by, the reasons behind employee behavior?

   Employees develop defense mechanisms to protect their self-concepts. Sensitive supervisors must recognize such mechanisms and attempt to remove the pressures that cause them.

6. Are your techniques for controlling employee behavior high in clarity?

   When employees know the limitations placed on their actions, understand the reasons for the limitations, and have alternative activities identified, then the handling of a misbehaving employee makes sense to the other supervisors and has a highly positive socializing effect on them. With boundaries on acceptable behavior clearly stated, employees have no uncertainties about the acceptability of their actions.

7. Do you avoid saying "No, you're wrong" to your employees?

   "No" and "wrong" are harsh words. They immediately create emotional reactions that sap employees cognitive energies. Avoiding the use of these words need not be hypocritical. Other words can direct the employees thinking along more productive paths. Saying "Show me how you came to this conclusion" will start the employees on the path to analyzing his work. Frequently he will then find and correct his own error. If not, the supervisor by injecting leading questions at the point of error can lead the employee into more productive lines of thought.

8. Do you demonstrate trust and respect for the employees in your location?

   Supervisors everywhere should assume that employees are worthy of respect and should demonstrate this belief by approaching every situation in a positive manner. Assuming acceptable behavior need not preclude discussing specifics of such behavior in a given situation. Employees constantly need to know and understand the prescribed limits within which they should operate. Simply take the positive approach.

9. Would you like to be an employee in your own location? Would you really!

EMPLOYEE COMMUNICATIONS

	WHAT IS DESIRED?	WHAT IS!	DISCREPANCY	PRIORITY
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

IMPROVING SKILLS IN FACE-TO-FACE COMMUNICATION

This form is to help you think about how you communicate with others in face-to-face situations. You can use it to set your own personal goals for improvement by following four steps.

1. Read through the entire list marking each item to show whether you think you are doing all right ... should do it more often ... or should do it less often. Check each item in the appropriate column.

2. If some goals that are not listed are more important to you than those on the list, write your additional goals on the blank lines.

3. Go back over the whole list and circle the three or four skills you believe would be most valuable for you to improve at this time.

4. With your group discuss which three or four items you selected. Do others agree with your priorities or do they think other skills are more important for you to improve? What is their evidence for their selections?

5. On the basis of your own judgement, now that you have heard the opinions of the others, make a final selection of the skills you most wish to improve.

Expressing information, ideas, suggestions	Need to do it LESS	Doing all right	Need to do it MORE
1. Being brief and concise ... getting to the point	_____	_____	_____
2. Being forceful and definite rather than hesitant and apologetic	_____	_____	_____
3. Talking in specifics ... giving examples, details	_____	_____	_____
4. Talking in generalizations, principles, explanations	_____	_____	_____
5. _____	_____	_____	_____
6. _____ _____	_____	_____	_____

Expressing feelings	Need to do it LESS	Doing all right	Need to do it MORE
7. Letting others know when I do not understand something they have said	_____	_____	_____
8. Letting others know when I like something they have said or done	_____	_____	_____
9. Letting others know when I disagree with them	_____	_____	_____
10. Letting others know when I think they have changed the subject or become irrelevant	_____	_____	_____
11. Letting others know when I am getting irritated	_____	_____	_____
12. Letting others know when I feel hurt ... embarrassed ... or put down by something they have said or done	_____	_____	_____
13. _____	_____	_____	_____
14. _____	_____	_____	_____
Understanding information, ideas, and suggestions of others			
15. Listening to understand rather than preparing my next remark	_____	_____	_____
16. Helping others participate in the discussion	_____	_____	_____
17. Before agreeing or disagreeing, checking to make sure I do understand what others mean	_____	_____	_____
18. Summarizing points of disagreement and agreement	_____	_____	_____
19. Asking questions in ways that get more information than "yes" or "no"	_____	_____	_____
20. _____	_____	_____	_____
21. _____	_____	_____	_____

Understanding and responding to others' feelings	Need to do it LESS	Doing all right	Need to do it MORE
22. Checking out with others what I think they are feeling rather than assuming I know			
23. Responding to a person who is angry with me in such a way that I do not ignore his feelings			
24. Responding to a person whose feelings are hurt in such a way that I do not ignore his feelings			
25. Responding to a person who is expressing closeness and affection for me in such a way that I do not ignore his feelings			
26. Surveying a group to determine how much agreement exists (in making a group decision)			
27. _____			
28. _____			
General			
29. Talking in group discussions			
30. Getting feedback ... encouraging others to let me know how much actions affect them			
31. Being aware when I am trying to cope with my own feelings of discomfort rather than responding to the other person			
32. Being able to stand silence when with others			
33. Being able to stand tension and conflict			
34. Accepting help from others			
35. Offering help to others			
36. Yielding to others ... giving in to others			
37. Standing up for myself			
38. Being protective of others			
39. _____			

EXCERISE IN SELECTING TEACHER PERFORMANCE EVALUATION CRITERIA

(Descriptive characteristics though to be desirable for teachers. Check the eleven you think correlate with student achievement.)

CHECK

____ 1. Advanced degrees: The teacher holds a master's or doctor's degree in teaching area (six studies).
____ 2. Teaching experience: Teachers who have taught more than five years compared with those with less than five years (eight studies).
____ 3. Neatness: Of teacher's work in classroom (five studies).
____ 4. Good grooming: By contemporary standards (four studies).
____ 5. Clarity: The cognitive clarity of a teacher's presentation (seven studies).
____ 6. Type of questions asked: Usually categorized as "lower cognitive" or "higher cognitive" (seven studies).
____ 7. Flexibility: Teacher not upset by classroom emergencies, schedule changes (six studies).
____ 8. Variability: Teacher's use of variety or variability during the lesson (eight studies).
____ 9. Use of praise: Teacher stresses reinforcement of good self-concept (eleven studies).
____10. Enthusiasm: Teacher's vigor, power, involvement, excitement, or interest during classroom presentation (six studies).
____11. Warmth: Teacher projects caring, nice to be around (six studies).
____12. Nonverbal approval: Teacher uses body language and touching to reinforce (five studies).
____13. Task-oriented or businesslike behavior: Degree to which teacher is task-oriented, achievement-oriented, and/or businesslike (seven studies).
____14. Reduced amount of teacher talk: More emphasis on student groups and independent study; less lecture (eleven studies).
____15. Student opportunity to learn criterion material: Relationship between material covered in class and criterion pupil performance (four studies).
____16. Pupil participation: Teacher has students be responsible for class presentations (six studies).
____17. More indirect teacher behavior: Teacher is not actively involved in classroom activity (four studies).
____18. Use of student ideas and general indirectness: Acknowledging, modifying, applying, comparing, and summarizing students' statements (eight studies).
____19. More teacher-pupil interactions: Teacher provides more one-on-one incidents (five studies).
____20. Criticism: Criticizing or controlling the pupil, extent to which the teacher shows hostility, strong disapproval, or a need to justify authority (seventeen studies).
____21. More time devoted to class participation: Oral activities for students stressed (nine studies).
____22. Use of structuring comments: The extent to which the teacher uses statements designed to provide an overview of or cognitive scaffolding for completed or planned lessons (four studies).
____23. Superior knowledge of subject: Teacher has better subject mastery (five studies).
____24. Teacher absences: Teacher seldom absent (six studies).
____25. Probing: Teacher responses that encourage the student (or another student) to elaborate upon his or her answer (three studies).
____26. Student absences: Student attendance good (five studies)
____27. Level of difficulty of instruction: Student perceptions of the difficulty of the instruction (four studies).

Rosenshine, B. and N. Furst in The Appraisal of Teaching: Concepts and Process, Gary Borich, Ed., Addison-Wesley Publishing Co., 1977, pp. 71-72.

CATEGORIES AND CRITERIA OF TEACHER PERFORMANCE

FOUND DISCRIMINATING BY IOWA STATE UNIVERSITY RESEARCH*

PRODUCTIVE TEACHING TECHNIQUES

1. Clarity in Presentation (Explain Things Well).
2. Variability in Materials, Activities, etc.
3. Opportunity for Pupils to Learn Material on Test.
4. Use of Student Ideas.
5. Structuring Comments are Used as Advance Organizers.
6. Probing Questions Used for Understanding of Concepts, Relationships and for Feedback to the Teacher.

POSITIVE INTERPERSONAL RELATIONS

1. Shows Respect for His/Her Pupils.
2. Amount of Criticism (Positive, Encouraging, Supportive).
3. Tolerant.
4. Fair.
5. Available.
6. Provides Opportunities for all Pupils to Experience Success.

ORGANIZED, STRUCTURED CLASS MANAGEMENT

1. Businesslike or Task-Oriented Behavior.
2. Difficulty Level of Instruction Appropriate for Individuals.
3. Uses Class Time Efficiently.
4. Constantly Monitors Pupils Progress and Adjusts Pace Accordingly.
5. Work is Relevant and in Sufficient Amounts for Depth Learning.
6. Has Objectives and is Teaching Toward Them.

INTELLECTUAL STIMULATION

1. Enthusiasm.
2. Makes Classwork Interesting.
3. Sustains Pupil Attention and Response with Activities Appropriate to Pupils' Levels.
4. The Teacher is an Exciting Vibrant Person.
5. The Teacher Inspires Students to Seek More Knowledge on the Subject.

DESIRABLE OUT-OF-CLASS BEHAVIOR

1. The Teacher is a Good Team Worker.
2. The Teacher Reports Pupil Progress to Parents in an Effective Manner.
3. The Teacher Utilizes Community Resources in Instruction.
4. The Teacher Assumes Reponsibilities Outside the Classroom as they relate to School.
5. The Teacher is Committed to the Primary Goal of Assisting Student Growth.
6. The Teacher Stives for Improvement Through Positive Participation in Professional Growth Activities.

(5,6,8,10,13,15,18,20,22,24, and 27)

* Manatt, R., et al., "Evaluating Teacher Performance with Improved Rating Scales." NASSP Bulletin, 60:401 (September 1976), 21-23.

OBSERVATION FORM

PRODUCTIVE TEACHING TECHNIQUES OBSERVED

TEACHER _____ CLASS _____ GRADE _____

OBSERVER _____ DATE _____ TIME _____ TO _____

E = Evident N = Not Evident During Observation

PRODUCTIVE TECHNIQUES	COMMENTS
1. Clarity in presentation ( )	
2. Variability in materials, activities, strategies. ( )	
3. Enthusiasm ( )	
4. Businesslike or task-oriented teacher behavior. ( )	
5. Provides opportunity for pupils to learn material on test. ( )	
6. Uses students ideas. ( )	
7. Reduced amount of criticism by the teacher. ( )	
8. Structuring comments are used as advanced organizers. ( )	
9. Uses probing questions for understanding: concepts, relationship, and student feedback. ( )	
10. Uses higher difficulty level of instruction. ( )	
11. Other ( )	

"Seizing the Times" was a program of personal and organization development that was developed for the Woman's Auxiliary, AMA, by Richard E. Byrd, Ph.D. and presented at the 1971 National Fall Conference. Please do not try to change the world with this "game." You are not receiving the dialogue that Dr. Byrd gave us during the full day and evening of his presentation. I felt this was something I wanted to share with you and so I have tailored it for your enjoyment.

All of us tend to act in certain predictable ways in our day-to-day living repeating the same patterns of behavior time after time. Only in emergencies do we change these patterns. As we work in an organization we use our daily behavioral patterns or styles like old shoes. They have their advantages as we are comfortable in them and others know what to expect of us. Unfortunately, often these styles can become the only ways we are able to act. Therefore, when new creative ideas or programs are introduced into the organization, the introducer has to risk the wrath, dismay and confusion of having disturbed comfortable ways of working. "Seizing the Times" is risky business for it means changing the customary and comfortable.

To explore the patterns of an organization, Dr. Byrd designed a matrix of organizations: behavior styles using the two dimensions of risk-taking (the force you put behind your ideas), and creativity. These styles suffer the oversimplifications of all typologies. However, one gets a picture of the threat that people with creative ideas and inner-directed behavior cause to the conforming established norm of the organization. At the same time, it is easy to see the variety of people needed in organizations for appropriate stability in the face of change and innovation. The typologies of organization behavior found in later pages, will help you examine your own style. I feel that it will also help you to examine whether or not you have a variety of styles within your own local auxiliary, what the organization style tends to be and might help you analyze whether auxiliary members' resources are being utilized.

You will find three pages of statements. You are to answer them by circling a number that tells your degree of agreement or disagreement of each statement. Do not use deep thought - your immediate reaction is you. By circling No. 1, this means that you really disagree with the statement. The numbers following admit more agreement until you reach No. 9 which means that you agree completely. The middle numbers divided by a line are the so-called gray area ... No. 6 means you barely agree and No. 4 means you barely don't agree.

When you are finished with circling numbers, you may find your results by: Beginning with statement number one, write the number you circled under the column marked "R;" statement number two, write the number circled under the column marked "C." Continue listing all circled numbers of the odd numbered statements under "R" and "C." Divide each total by 28. This will give you your risk-taking number ... "R" and your creative number ... "C." Plot these numbers on the graph and you will see what style fits you. Read the typologies that follow.

THE CREATRIX QUESTIONNAIRE

(Circle the number that indicates your degree of agreement or disagreement with each statement.)

	Disagree	Agree			R	C
1.	1 2 3 4	6 7 8 9	-	I can put off until tomorrow what I ought to do today.		
2.	1 2 3 4	6 7 8 9	-	I believe daydreaming is a useful activity.		
3.	1 2 3 4	6 7 8 9	-	My moral values are self-determined.		
4.	1 2 3 4	6 7 8 9	-	I often have sexual fantasies.		
5.	1 2 3 4	6 7 8 9	-	I feel free to not do what others expect of me.		
6.	1 2 3 4	6 7 8 9	-	Being creative is the greatest human attribute.		
7.	1 2 3 4	6 7 8 9	-	I accept my weaknesses.		
8.	1 2 3 4	6 7 8 9	-	I like new ways better than tried and true ways.		
9.	1 2 3 4	6 7 8 9	-	I expect success.		
10.	1 2 3 4	6 7 8 9	-	There are usually a variety of solutions to my problem.		
11.	1 2 3 4	6 7 8 9	-	It is possible to live life in terms of what I want to do.		
12.	1 2 3 4	6 7 8 9	-	Ideas are more important than people.		
13.	1 2 3 4	6 7 8 9	-	I can cope with the ups and downs of life.		
14.	1 2 3 4	6 7 8 9	-	People are more dissimilar than alike.		
15.	1 2 3 4	6 7 8 9	-	I believe in saying what I feel in dealing with others.		
16.	1 2 3 4	6 7 8 9	-	I believe nothing ventured, nothing gained.		
17.	1 2 3 4	6 7 8 9	-	I can "stick my neck out" in my relations with others.		
18.	1 2 3 4	6 7 8 9	-	I often see a humorous side when others don't.		
19.	1 2 3 4	6 7 8 9	-	I live in terms of my wants, likes, dislikes, and values.		

Sub Total

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4626 Bruce Avenue South
Minneapolis, Minnesota 55424

	Disagree	Agree			R	C
20.	1 2 3 4	6 7 8 9	-	My ideas are usually better than the ideas of others.		
21.	1 2 3 4	6 7 8 9	-	I trust my ability to size up a situation.		
22.	1 2 3 4	6 7 8 9	-	I believe restrictions are for the average person.		
23.	1 2 3 4	6 7 8 9	-	I believe I have an innate capacity to cope with life.		
24.	1 2 3 4	6 7 8 9	-	I am an above average person.		
25.	1 2 3 4	6 7 8 9	-	I can feel right without always having to please others.		
26.	1 2 3 4	6 7 8 9	-	Chaos doesn't bother me.		
27.	1 2 3 4	6 7 8 9	-	I will risk a friendship in order to say or do what I believe is right.		
28.	1 2 3 4	6 7 8 9	-	Complete ambiquity is more desirable than complete clarity.		
29.	1 2 3 4	6 7 8 9	-	I feel free to be myself and bear the consequences.		
30.	1 2 3 4	6 7 8 9	-	I pay little attention to time.		
31.	1 2 3 4	6 7 8 9	-	I feel free to show both friendly and unfriendly feelings to strangers.		
32.	1 2 3 4	6 7 8 9	-	Inventors contribute more than political leaders.		
33.	1 2 3 4	6 7 8 9	-	I enjoy detachment and privacy.		
34.	1 2 3 4	6 7 8 9	-	My childhood was lonely.		
35.	1 2 3 4	6 7 8 9	-	I am assertive and affirming.		
36.	1 2 3 4	6 7 8 9	-	I sometimes think I'm crazy.		
37.	1 2 3 4	6 7 8 9	-	I am able to risk being myself.		
38.	1 2 3 4	6 7 8 9	-	I'm really very different from everyone else.		
39.	1 2 3 4	6 7 8 9	-	I am self-sufficient.		
40.	1 2 3 4	6 7 8 9	-	I am very complex even to myself.		

Sub Total

	Disagree	Agree			R	C
41.	1 2 3 4	6 7 8 9	-	Sometimes I cheat a little.		
42.	1 2 3 4	6 7 8 9	-	Most people regard me as inconsistent.		
43.	1 2 3 4	6 7 8 9	-	Sometimes I feel so angry I want to destroy or hurt others.		
44.	1 2 3 4	6 7 8 9	-	I prefer extreme disorder to extreme order.		
45.	1 2 3 4	6 7 8 9	-	I feel certain and secure in my relationships with others.		
46.	1 2 3 4	6 7 8 9	-	New situations challenge me more than frighten me.		
47.	1 2 3 4	6 7 8 9	-	I can accept my mistakes.		
48.	1 2 3 4	6 7 8 9	-	I'm rarely completely understood.		
49.	1 2 3 4	6 7 8 9	-	I find some people who are stupid and uninteresting.		
50.	1 2 3 4	6 7 8 9	-	I can get bored rapidly.		
51.	1 2 3 4	6 7 8 9	-	I have had moments of intense happiness when I felt like I was experiencing a kind of ecstasy or bliss.		
52.	1 2 3 4	6 7 8 9	-	I don't like being supervised.		
53.	1 2 3 4	6 7 8 9	-	There are times when honesty is not the best policy.		
54.	1 2 3 4	6 7 8 9	-	I'm often more persistent than others.		
55.	1 2 3 4	6 7 8 9	-	I can feel comfortable with less than a perfect performance.		
56.	1 2 3 4	6 7 8 9	-	My work is my recreation.		

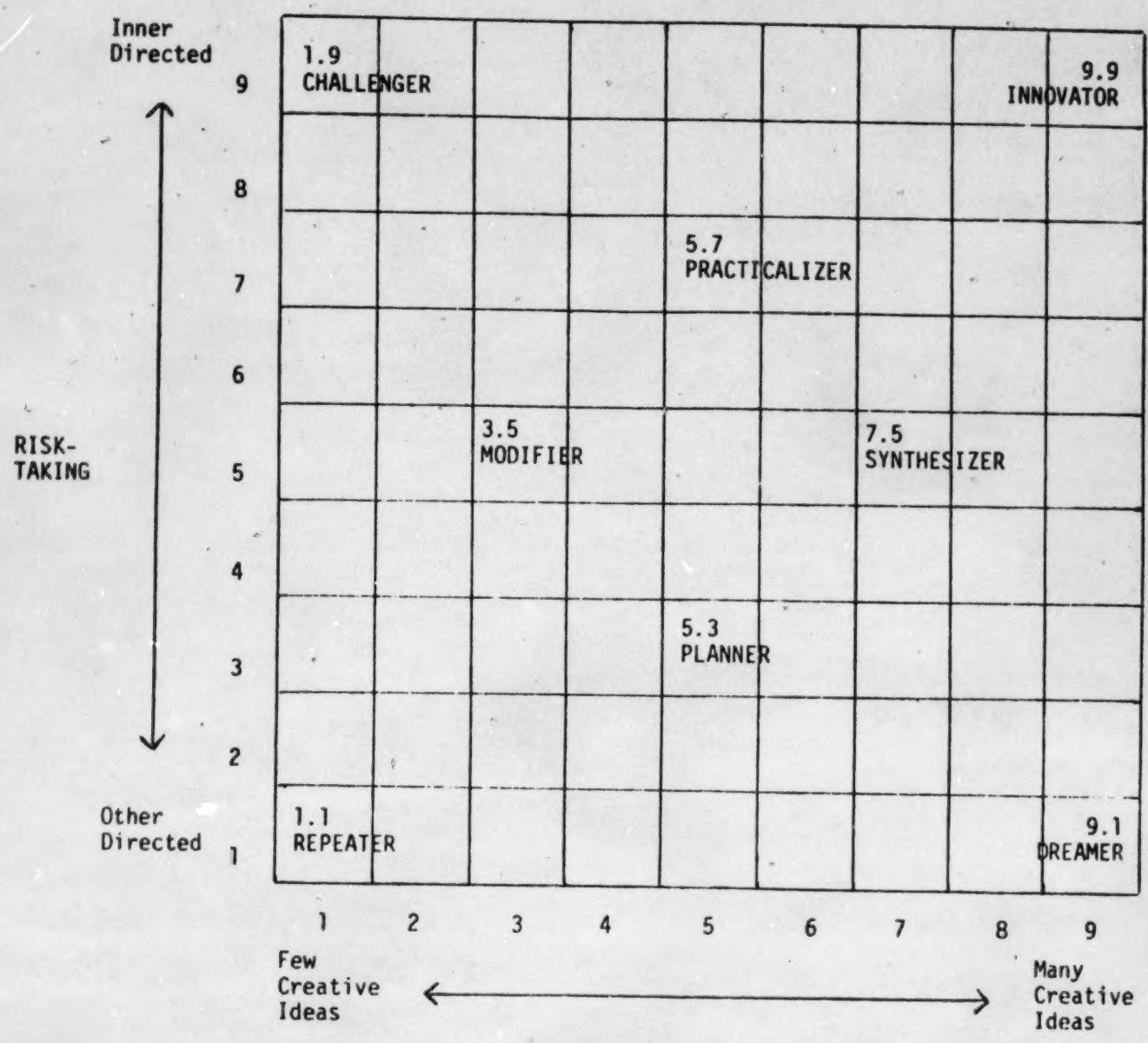
(Page 3) Sub Total____

(Page 2) Sub Total____

(Page 1) Sub Total____

TOTAL____

THE CREATRIX



DESCRIPTIONS OF CREATIVE STYLES

1.1 THE REPEATER - The Repeater scores high on being other-directed, and scores low on having creative ideas. Fundamentally, she does what was done before. She is similar to the Challenger in that she does not have many ideas for changes which would improve the organization. She is different from the Challenger in that she accepts present practices of the organization. She is similar to the Dreamer since she is unwilling to cause change, but she does not have a large fund of ideas that the Dreamer has. Her major strength in an organization is in doing the day-by-day methodical tasks which are necessary if the organization will be effective. Her major weakness is that she gets stuck in ruts, and routinely performs tasks which no longer need doing, which may, in fact, be harmful to the continued growth of the organization. Ordinarily, she is not valued by other organizational members despite the fact that without her they probably would not be able to function.

1.9 THE CHALLENGER - The Challenger scores high on being inner-directed, and scores low on having creative ideas. She spends most of her time challenging existing practices. She is similar to the innovator because she is continually discontent with what is happening now. She differs from the innovator in that she has few ideas about what could replace existing practices. She is similar to the Repeater in lacking ideas, but different from the Repeater since she pushes very hard for organizational change. Her major strength is that she helps the organization remain authentic and real by constantly challenging unauthentic practices. Her major weakness is that she may destroy where destruction is not needed. She is seldom valued by the organization; usually, she is seen by other members as an unnecessary blockade to their progress.

9.1 THE DREAMER - The Dreamer scores high on having many creative ideas and also scores high on being other-directed. If you ask her, she will have many insights as to what could be done and should be done; her head is filled with new and unusual ideas. She is similar to the Innovator in this, but differs from the Innovator in her unwillingness to do something about them. That unwillingness makes her often look like the Repeater, except the Repeater does things while the Dreamer, filled with a basic discontent for the day-by-day, does very little. Her major strength is her fund of ideas, and her major weakness is that, unless asked, those ideas will seldom be tapped. She is usually not valued by the organization she is in. She comes across to them as fuzzy-headed and impractical.

9.9 THE INNOVATOR - The Innovator scores high on inner-directedness and on having creative ideas. She is always trying to find ways to implement her newest idea. She is similar to the Challenger in her discontent with the present, but differs from the Challenger in having her own ideas about what could replace the present. Her creativity can make her look like the Dreamer but, unlike the Dreamer, she does things. Her major strength is that she invents radical new ideas. She would invent the airplane when others insist that man cannot fly. Her weakness is that she will attempt new and risky ideas for the fun of it when older, more tried ideas would have done as well, or better. She is seldom valued by an organization since she usually comes at them with such new and different ideas that she is seen as a crackpot.

3.5 THE MODIFIER - The Modifier is only slightly creative and pretty well balanced between being inner-directed and other-directed. She takes other people's ideas, puts them together and makes them fit the existing situation. She is not as creative as the Practicalizer and the Planner. She is more action-oriented than the Planner but less action-oriented than the Practicalizer. Her major strength is that she provides fairly safe, yet fairly new ways of operating. Her weakness is that she will never provide the brilliant solution to a problem. Ordinarily, she is valued by an organization in which she works.

5.3 THE PLANNER - The Planner tends toward being other-directed and scores in the median range for creativity. Basically, she explains to others how to do things better, taking theoretical ideas and making them more practical. She is more creative than the Modifier, less creative than the Synthesizer, and less oriented toward action than the Practicalizer. Her major strength is that she can clearly show others ways in which they can move. Her major weakness is that she herself is incapable of risk-taking. She is usually valued by the organization within which she works.

7.5 THE SYNTHESIZER - The Synthesizer scores quite high on creativity and balances between being inner-and other-directed. The Synthesizer is more action oriented than the Planner, less action oriented than the Practicalizer, and more creative than the Modifier. Much of the Synthesizer's work in an organization involves taking other people's ideas, adding some of her own and making them fit existing situations. Her organizational strength is that quite often she provides brilliant ways of acting. Her weakness is that her ways of acting are usually less tested than the Modifier's and therefore, more risky. Usually, the Synthesizer is valued by organizations she is in.

5.7 THE PRACTICALIZER - The Practicalizer scores in the median range on creativity and tends to be more inner-directed than other-directed. She is more action-oriented than the Synthesizer and the Modifier, and fits between them on her ability to think creatively. She is good at putting ideas into action. Her major strength in the organization is that, unlike the Planner, she gets things done. Her weakness is that often, with a little more thought, better things could have been done than the things that she is implementing.

HOW EFFECTIVELY ARE WE COMMUNICATING?
LET'S TAKE A LOOK...

	YES	NO
Do you encourage teachers at your school to send notes home commending children for the smallest of accomplishments?	( )	( )
Do you remind your staff frequently to take five minutes at the close of the school day to review major points of instruction covered during the day?	( )	( )
Do you encourage teachers at least once a month to channel information through your office which can be the source of a news story for the local press?	( )	( )
Do you give a disgruntled parent a chance to "sound off," especially if he is angry or upset?	( )	( )
Do you mail home a note of commendation for a child's noteworthy accomplishments?	( )	( )
Do you belong to a community service club or organization?	( )	( )
In the last few months, has your school hosted senior citizens, realtors, service club members, parochial representatives, or businessmen?	( )	( )
During this school year, have you encouraged teachers to offer or suggest a program involving their students for an educational presentation at a service club meeting or other community event?	( )	( )
Do you encourage teachers and PTA members to write their legislators about proposed legislation or current conditions affecting education?	( )	( )
Do you frequently remind your staff to involve parents in classroom activities?	( )	( )
Do you occasionally drop in at the home of a child who has been having unusual difficulty of some kind?	( )	( )
Do you encourage your staff to use community resource persons for visits and talks in the classroom?	( )	( )
Do you invite parents to take turns (by classroom) having lunch with their children?	( )	( )
Does your school have a "buddy" system to help newcomers feel more at east in their new surroundings?	( )	( )
When a new family moves in, do you send a welcome note?	( )	( )
Have you made arrangements to schedule frequent coffee hours at the school during the day so you can meet with small groups of parents (not PTA officers)?	( )	( )

	YES	NO
Do you have a bulletin board in a central hallway where newspaper articles and other materials concerning your school, staff, and students can be displayed (good project for upper grade youngsters)?	( )	( )
Do you highlight children in all PTA meetings?	( )	( )
Are visitors to your office acknowledged promptly and helped in a friendly, understandable manner?	( )	( )
Do you commend teachers on your staff for doing things which are innovative, successful, and/or outstanding?	( )	( )
Do you have a full staff meeting at least once a year involving custodians, secretaries, cooks, and teachers so that they all have an opportunity to meet and discuss common problems?	( )	( )
Do you always communicate with your staff, students, and parents well in advance of any major change or implementation of new decisions?	( )	( )
Do you encourage teachers to participate in community activities?	( )	( )
Does your school regularly publish a newsletter?	( )	( )
Does your staff get together socially at least once a year?	( )	( )

ASSESSING THE QUALITY OF STAFF MEETINGS

THE FOLLOWING QUESTIONS MAY BE USEFUL IN ASSESSING THE QUALITY OF STAFF MEETINGS:

1. WHEN PROBLEMS ARE PRESENTED AND DISCUSSED, ARE THEY THOROUGHLY EXPLORED UNTIL EVERYONE UNDERSTANDS WHAT THE PROBLEMS ARE?

2. IS THE FIRST SOLUTION POSED TO A PROBLEM ACCEPTED?

3. DO PARTICIPANTS COME TO THE MEETING BEING AWARE OF THE AGENDA AND KNOWING THAT THEY CAN PARTICIPATE IN AGENDA BUILDING?

4. DO PARTICIPANTS SEEK AN EXPLANATION OF PROBLEMS IN TERMS OF CAUSES AND EFFECTS?

5. IS THE AGENDA DEVELOPED ON THE BASIS OF INDIVIDUAL AND GROUP NEEDS?

6. IS THERE A TENDENCY TO PROPOSE ANSWERS WITHOUT REALLY HAVING THOUGHT THE PROBLEMS AND ITS CAUSE THROUGH CAREFULLY?

7. DOES THE GROUP DISCUSS THE PROS AND CONS OF SEVERAL DIFFERENT ALTERNATIVE SOLUTIONS TO A PROBLEM?

8. DO PARTICIPANTS BRING UP EXTRANEOUS OR IRRELEVENT MATTERS?

9. DOES THE AVERAGE PERSON IN THE GROUP FEEL THAT HIS IDEAS HAVE BEEN GOTTEN INTO THE DISCUSSION?

10. DOES SOMEONE SUMMARIZE FREQUENTLY WHAT IS HAPPENING IN THE MEETING?

11. WHEN DECISIONS ARE REACHED, IS IT CLEAR AS TO WHO WILL DO WHAT?

12. ARE PARTICIPANTS WILLING TO BE OPEN AND DISAGREE WHEN APPROPRIATE TO THEM?

13. DOES THE GROUP REVIEW AND CRITIQUE HOW WELL PREVIOUS DECISIONS HAVE BEEN CARRIED OUT?

14. DO THE SAME FEW PARTICIPANTS SEEM TO CONTROL THE DISCUSSION?

15. ARE PEOPLE HESITANT TO REVEAL THEIR TRUE FEELINGS ABOUT THE WAY IN WHICH PROBLEMS ARE DISCUSSED?

16. DOES THE GROUP HAVE DIFFICULTY IN STAYING WITH THE AGENDA?

17. DOES THE GROUP TAKE TIME DURING MEETINGS AND OPENLY DISCUSS FEELINGS AND WORKING RELATIONSHIPS IN THE GROUP?

18. DO THE SAME PROBLEMS CONTINUE TO BE RAISED MEETING AFTER MEETING?

19. DO PARTICIPANTS REFLECT A SENSE OF INDIFFERENCE TOWARD THE MEETING?

20. IS EVERYONE ENCOURAGED TO MAKE A CONTRIBUTION TO POSED DECISIONS?

21. IS DISAGREEMENT DEALT WITH OPENLY AS OPPOSED TO BEING SMOOTHED OVER?

22. DOES THE GROUP FIND ITSELF GENERATING CREATIVE SOLUTIONS?

23. DO MOST OF THE PARTICIPANTS SHARE IN THE DISCUSSION?

24. DOES THE GROUP DEAL WITH CONFLICTS OPENLY AND DIRECTLY?

25. ARE THE RESULTS OF MEETING WORTH THE EFFORT?

"THE REFLECTOR" - VOLUME 6, NUMBER 1 - JULY, 1976

UPWARD COMMUNICATION

Management persons are not given the opportunity to participate in policy decisions concerning their work.	Hold policy meetings with all concerned. Invite complete participation. Announce purpose of meeting beforehand to let people prepare recommendations.
Management persons are told the final plan without understanding the reasons, giving them no voice in matters they know a lot about.	Consult with all those concerned, individually or in group meetings. When final decision is given, explain reasons fully.
Management persons fear they will not be heard by those above, without incurring prejudice or repercussion.	When opinions are expressed counter to a proposal, treat them as sincerely and constructively meant. They may be right!
Attitudes that management employees need not know all about things that concern their jobs prevent upward flow of helpful opinion and advice.	Be aware that people cannot communicate upward with intelligence if they don't know intents and purposes.
Management persons who are too busy to take an interest in problems of their people, limit the values of receiving communication from below.	Taking an active interest in people and their work may stimulate better, faster work, and save time.
Management persons want to contribute ideas, but are too seldom encouraged to do so.	Encourage ideas. You will be rewarded in time save and better work.

HORIZONTAL COMMUNICATION

Too little contact or relationship exists beyond the immediate unit or department. Problems must be dealt with through a chain of command. Meanings get lost or distorted. The flow of communication dries up.	Encourage inter-unit and inter-department contacts via visits, meetings, consultations. Have definite purposes in mind. Find out the new thoughts and better methods that exist elsewhere.
Insufficient contact limits the supervisor's view of the broader operation picture.	Horizontal contacts are enlightening. Encourage them where pertinent. Check the values received.
Too little information is received about areas outside one's own department.	Promote a flow of information with other areas. Learn their regulations, forms used, problems and solutions; exchange views on production methods, selling methods, training and communication.

Too little interdepartment cooperation is evident.	The Corporation's goals are common, not individual. Cooperation cannot be forced but can be invited and offered.
Individuals should not be isolated from those working beside them.	Be alert to keep your people feeling that they are wanted members of the team regardless of status, title or position. Hold more meetings with informal discussion; help people take part.

DOWNWARD COMMUNICATION

When you encounter these pitfalls	Do you consider these measures?
Information of importance to subordinates is withheld.	Tell the whole story; give the background.
Downward communication is damaged by not inviting participation.	Get subordinates to take part in discussions; bring all those concerned into meetings.
Problems and projects are not freely discussed with those who work on them. Changes in schedules are not talked over before they are put into effect.	Hold frequent meetings on plans and policies, goals and objectives, changes in schedule or operations. Invite participation.
Changes take place before supervisors learn they are proposed; supervisors learn about them from their subordinates.	Pass information along promptly. Give it to all members at the same time. The word should precede the act or the act will be misunderstood.
Insufficient briefing on department goals and objectives.	Let management people sit in on meetings about all problems that concern them, and on discussions about goals and objectives.
Information arrives too late for practical use, which disrupts procedure and causes work to be redone.	Timeliness is a communication "must." Pass information along immediately.
It is almost never possible to keep a secret. The information gets out, often in inaccurate form.	Broadcast all decisions at once, so they will not be garbled by the "grapevine."
Information is not given to employees before it is published in the newspapers.	When information is to be given to the press, think of employees first.
Management people seldom get periodic reviews of their progress.	Hold regular reviews. Tell the employee how he is doing.

Not enough guidance about jobs and assignments.	▷	Give employees <u>all</u> angles of jobs and assignments by personal contact.
People need a stronger sense of being part of the corporate family.	▷	Communicate with all. Remember absentees. Circulate publications and newsletters widely.
Not enough information is received about corporation goals and objectives.	▷	Link policy information, instructions, changes in schedules or operations, with broad corporation policy and objectives. Circulate publications, newsletters and bulletins freely.
Instructions are too short, too curt, not self-explanatory.	▷	After giving instructions, ask for questions, comments, and employee opinions; and listen carefully to them.

PRINCIPAL'S COMMUNITY RELATIONS

Check List

PERSONAL CHARACTERISTICS AND SKILLS

A principal's personality has an extraordinary influence on the success of the public relations program of his school. His personal appearance, tact, keen sensitivity to human relations, sense of humor, democratic attitude, ability to communicate and inspire are some of the personality factors that contribute to effective relations with the school community.

ARE YOU:

_____Able to command respect by appearance, personality and character?

_____Able to meet everyday problems, find right solutions?

_____Ready to change decisions in the interests of justice and the well-being of your school and pupils?

_____Courteous, honest and forthright in your dealings with people?

_____A reasonable human being, kind, patient, tolerant and understanding?

_____Friendly and cheerful, possessed of a sense of humor?

_____Able to maintain an air of calmness at all times?

_____Aware of your many publics?

_____Available to those who wish to see you without losing sight of your primary responsibility, the supervision and improvement of instruction?

_____Able to present your ideas in simple, understandable, yet accurate language?

_____An able public speaker?

_____Able to prevent and adjust conflicts between the school and parents?

_____Able to interpret effectively the work of the school to the parents and the community?

_____Careful to avoid use of words or expressions which offend individuals and groups in the school community?

_____Able to delegate functions without relinquishing responsibility?

_____Willing to listen to complaints carefully, investigate the facts objectively and seek to use them constructively?

_____Willing to cooperate with other agencies in the community in protecting the health, well-being and safety of children?

_____Able to provide leadership in assisting the people of the community to cooperate with the school in the efforts to attain worthwhile goals and to improve the educational program?

_____Able to maintain constructive relations with the press and other media of communication?

_____Able to establish and maintain the kind of relationship with your superintendent that will facilitate easy communications, in order to keep your superior informed of situations before they result in crises; seek his counsel and together work for the successful resolution of problems?

_____Sensitive to the need for district-wide coordination of communication with news media when what happens in your school is part of a broader picture affecting other schools and agencies?

RELATIONSHIPS WITH PARENTS AND THE HOME

The principal should develop a line of communication that will produce an honest approach to school and pupil problems.

ARE YOU:

_____Keeping parents aware of the work of the school, utilizing a wide variety of media?

_____Giving courteous and thoughtful consideration to all inquiries and complaints?

_____Enlisting the cooperation of the home in planning and carrying out school programs and policies?

_____Informing parents of curriculum objectives, changes and innovations; forestalling parental fears and misunderstandings through workshops, publications and newspaper coverage?

_____Fostering a systematic and continuous program of parental education to make known the opportunities available to students, and the responsibilities of the home in working with the school to meet the needs of children?

AWARENESS OF COMMUNITY NEEDS

The principal should become familiar with the involved in the community - its needs, problems, and aspirations.

ARE YOU:

_____Utilizing people in the community as resource people in your school?

_____Soliciting the support of professional organizations in developing projects which will strengthen the educational program in your school?

_____Making use of the community resources to develop pride, citizenship and responsibility in your student body?

_____Organizing and planning school routines to fit the community pattern, to promote understanding and cooperation?

_____Giving public recognition to the services, on the behalf of the school, performed by individuals and professional groups within the community?

ENLISTING THE COMMUNITY

The community leaders should form an integral part of the principal's consultative body. They can be of invaluable assistance in the formulation of policy and procedures.

ARE YOU:

_____Establishing two-way channels of communication with groups in the community?

_____Involving them in development of school programs?

_____In contact with community leaders - serving on community-wide committees, social groups, service clubs?

_____Interested in and aware of your parent group, active in supporting and cooperating with it?

_____Acquainted with the key leaders in the organizations in your community?

_____Capitalizing on community interests and needs as expressed by formal and informal organizations?

OPEN COMMUNICATION WITH THE PRESS

An open door policy with the press is vital in having a well-informed and friendly press.

ARE YOU:

_____Fostering good relationships with the editors and reporters?

_____Answering accurately and completely their questions about your school?

_____Organizing a system for collecting and disseminating information?

_____Utilizing an over-all, continuing information program?

_____Seeking to give the press a new insight into schools, avoiding the hackneyed, the trite, publicity-seeking padded information?

_____Sticking to facts, avoiding "cover-up," promoting good will in the community?

_____Highlighting school, class and parent publications to document the school program and provide "proof of the pudding?"

Although principals are leaders in their own right, they also represent the Board of Education. Therefore, public relations with school officials, the Board of Education, colleagues and the local school board must be on a high professional level, and should deal with educational and professional matters and constructive ideas for the good of pupils.

Thus, in essence, every person who comes in contact with the school either personally or through written communication should be made to feel welcome and respected.

TEN COMMANDMENTS FOR GOOD LISTENING

1. Stop talking!
   You cannot listen if you are talking.
   Polonius (Hamlet): "Give every man thine ear, but few voice."

2. Put the talker at ease.
   Help him feel that he is free to talk.
   This is often called a permissive environment.

3. Show him that you want to listen.
   Look and act interested. Do not read your mail while he talks.
   Listen to understand rather than to oppose.

4. Remove distractions.
   Don't doodle, tap, or shuffle papers.
   Will it be quieter if you shut the door?

5. Empathize with him.
   Try to put yourself in his place so that you can see his point of view.

6. Be patient.
   Allow plenty of time. Do not interrupt him.
   Don't start for the door or walk away.

7. Hold your temper.
   An angry man gets the wrong meaning from words.

8. Go easy on argument and criticism.
   This puts him on the defensive. He may "clam up" or get angry.
   Do not argue; even if you win, you lose.

9. Ask questions.
   This encourages him and shows you are listening.
   It helps to develop points further.

10. Stop Talking!
    This is first and last, because all other commandments depend on it.
    You just can't do a good listening job while you are talking.

Nature gave man two ears but only one tongue,
which is a gentle hint that he should listen more than he talks.

IT IS EASY TO FEATHER YOUR NEST!

When the top man smiles I smile

When he laughs I laugh

When he works for me I work harder for him

When he leads the way I try to follow

When he is kind I am kind to others

When he is down I will try to share his burden

When he is absent I will try to fill in for him

When he is trustworthy I must be trusted

When he is truthful I must be true

When he is human and understanding
life is worthwhile for all of us working for him

THE ODD ONE

WHO IS, WHAT IS

WHO IS THE PUPIL?

A Child of God, Not a Tool of the State

WHO IS THE TEACHER?

A Guide, Not a Guard

WHO IS THE FACULTY?

A Community of Scholars, Not a Union of Mechanics

WHO IS THE PRINCIPAL?

A Master of Teaching, Not a Master of Teachers

WHAT IS LEARNING?

A Journey, Not a Destination

WHAT IS DISCOVERY?

Questioning the Answers, Not Answering the Questions

WHAT IS THE PROCESS?

Discovering the Ideas, Not Covering the Content

WHAT IS THE GOAL?

Opened Minds, Not Closed Issues

WHAT IS THE TEST?

Being, and Becoming, Not Remembering and Reviewing

WHAT IS THE SCHOOL?

Whatever We Choose to Make It

From: Newsletter Published by the Utah State Board of Education, August 1972

IT'S UP TO YOU....

I SHALL PASS ...

I shall pass through this life but once.
  Any good, therefore, that I can do
Or any kindness I can show to any fellow creature,
  Let me do it now.
Let me not defer or neglect it,
  For I shall not pass this way again.

de Grellet

A LEADER IS ...

A leader is best
When people barely know he exists.
Not so good
When people obey and acclaim him.
Worse when they despise him.
But of a good leader
Who talks little
When his work is done
His aim fulfilled
They will say
"We did it ourselves."

Lao-Tae
(c. 565 B.C.)

HUMANITY ...

There is only one way
in which one can endure man's
inhumanity to man
and that is,
to try in one's own life
to exemplify man's humanity
  to man.

Paton

FIRST THINGS FIRST ...

Everybody thinks of changing
  humanity
and nobody thinks of changing
  himself

Tolstoy

NEEDED

More to be interested in "lighting candles," fewer in blowing them out.

FIRST STEP ...

Hope puts up with modest gains, realizing that "the longest journey starts with one step."

ONE TO ONE TECHNIQUE

MUTUAL GOAL SETTING

TOPIC: Improving Communications and Building Trust

SCHOOL	
WHAT WE DO WELL	WHAT WE NEED TO WORK ON
ADMINISTRATION	
WHAT WE DO WELL	WHAT WE NEED TO WORK ON
TEACHER	
WHAT WE DO WELL	WHAT WE NEED TO WORK ON
STUDENT	
WHAT WE DO WELL	WHAT WE NEED TO WORK ON

STEPS:
1. Pre-interview orientation
2. Individual/Small group/Staff dialogue
3. List all ideas in 8 squares
4. Prioritize ideas
5. Follow-up action planning

TOPIC: COMMUNICATIONS EFFECTIVENESS GROWTH PLANNING

MANAGEMENT TEAM COMMUNICATIONS

WHAT WE DO WELL!	WHAT I NEED TO WORK ON!

SCHOOL STAFF COMMUNICATIONS

WHAT WE DO WELL!	WHAT I NEED TO WORK ON!

PARENT AND COMMUNITY COMMUNICATIONS

WHAT WE DO WELL!	WHAT I NEED TO WORK ON!

rocess:
1. Share and record perceptions.
2. Sorting of Well's and Work On's.
3. Follow-up Action Activity.

ACTION PLAN

Say what you Desire to do! (Your target)	List the things you will do to accomplish your target. (ACTIVITIES/TASKS)	Date each thing to be completed. (Timelines)	How will success reaching each tar be measured? (Evaluation)
A.	a. b. c.	a. b. c.	a. b. c.
B.	a. b. c.	a. b. c.	a. b. c.
C.	a. b. c.	a. b. c.	a. b. c.